**MCPS Grading Practices Committee**

**Exit Ticket Responses: Here’s What, Now What, So What?**

**November 5, 2012**

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| **What is it we are wrestling with in our grading practices discussion? (Here’s what?)**   * How do we assess students with varying abilities/knowledge/skills? * We have a lot of great ideas, but what does it look like in practice? Are we talking about grading or are we talking about proficiency and the measure of proficiency? Are we talking about homework as a part of a greater picture? * Making grades relevant for students and teachers and clarifying grade definitions * Grades of A, B, C, D and grades of K, 1st, 2nd * How much change can we affect district-wide in 6 months, 1 year, 3 years, etc. * Precise definitions and objectives of what we want grades or assessments to mean to all groups * I think we are wondering how to accurately/efficiently communicate process/product/progress. Just communicate product? Just process? All 3, but disaggregated? * Consistency or not * What might the changes in our grading practices look like? * What grades mean; how grades are communicated; common language and understanding * Consistency; Motivation and engagement; Balance between grades and no grades: how do we incorporate meaningful feedback that we know motivates students while looking at how to modify the grading scale that is used for entrance into universities, college, other programs (my personal feeling was to eliminate grades, but I see their reasoning behind keeping grades too…can there be a balance?) |
| **As a result of our grading practices discussion, what is the next step for you personally? (Now what?)**   * Talk to others about their thoughts and ideas on the subject * I want to create assessments that are based on constructed responses as opposed to rote/pre-created tests. * I want to include the “letter” from Wormelli for the retake/redo * Enter grades into book as measured by a standard if that is possible * Producing a workable grading standard that can be implemented in the district and integrated with universal grading expectations * Student led conferences * Investigate where or not we can isolate grades (grading) without discussing ages/abilities * To be able to express coherent ideas * To look at some different models of grading practices * Keep it simple * Continuing to discuss change in grading practices * Discuss standards based and growth model assessments * We need to do more research to determine effective models for grading practices; Share articles with others (side note: both of these are things I would be interested in and think are important to my position…need to look at restructuring how we do things first…would love to collaborate with a team on how this can be done) |
| **Why should others care about our grading practices discussion? (So what?)**   * May impact how our future students/citizens/leaders are assess and the learning process they encounter through school * The system needs to be changed and hopefully this is a first step, the only question is how are we going to change it? If each person in the room can affect the small sphere of influence then we might meet or find the tipping point where true change will happen * Many opportunities are opened or closed based on grades. They should be accurate, fair, and meaningful * Big changes for all * Our kids are affected daily by our current practices, often in a negative way * We are trying to build/establish standards that communicate what assessments mean * So we can figure out how to more accurately reflect our students’ achievement/progress * Grades should show what the student learns and how to use that knowledge * Because it may directly affect how we assess a student’s abilities * Because it is not clearly understood by all stakeholders * Student achievement and success; District initiatives, goals, 21st Century; Improvement of learning environments: motivation and engagement; Professional responsibility to learn and reflect: all staff |